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ABSTRACT

Materials contained in this curriculum guide include daily lesson plan outlines for an eighteen-week Experience Based Career Education (EBCE) class. Learning experiences are suggested to meet the following major objectives of the class: (1) Develop students' understanding of the role of work in society and the multiple aspects of their career choice; (2) assist students in applying knowledge about themselves, the world of work, and education and training opportunities as they develop personal career goals; (3) increase the students' understanding of their own interests, abilities, values, and aptitudes; (4) improve students' interpersonal communication skills and other job keeping skills; (5) develop students' ability to evaluate the personal and financial cost of training and education to reach their career goals; (6) assist students in developing an educational plan related to their career choices; (7) teach students how to locate and apply for a job; (8) improve or develop students' decision making skills; and (9) expand students' knowledge of existing jobs and the trends and outlook in the job market. Filmstrips and on-site career explorations are included in the lesson plans. (TA)

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career education

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CAREER EXPLORATION CURRICULUM GUIDE

(Prototype)

An Exemplary Career Education Program
in the Great Falls Public Schools

Great Falls Public Schools
1100 Fourth Street South
Great Falls, Montana 59401

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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CE 014 187

COURSE OUTLINE

1st Week — Semester overview:

- What is Career Education?
- Life roles - filmstrip "Do We Live or Exist?" (Guidance Associates)*
- Journals
- Goal setting
- Career Maturity Inventory (McGraw-Hill)

2nd Week — Work attitudes:

- Why people work - filmstrip "Why Work At All" (Guidance Associates)
- Life styles - Employer Seminar
- Filmstrip "Career and Life Styles" (Guidance Associates)

3rd Week — Deciding (C.E.E.B.)* pages 5-6

- Personal characteristics (aptitudes, interests)
- Kuder Interest Inventory

4th Week — Cluster Concept

- Career information (kinds, sources, use)
- Filmstrip "Exploring Careers" (9 sets, SVE Singer)

5th Week — Values, Deciding pages 7,8,9,10

- Sex stereotyping and job choice
- Employer Seminar - sex bias, male/female roles
- Filmstrip "Why Not?" (Board of Cooperative Educational Services)**

6th Week — Interview community resource persons

- Career Exploration Guide
- Field trip - broad based exploration
- Journals
- Deciding, pages 14-16

7th Week — Deciding

- Personal characteristics (talents)
- Filmstrip "Making the Most of Your Talents" (Guidance Associates)

8th Week — Test Interpretation - Differential Aptitude Test/Career Planning Program

- Deciding, pages 17-18, 21-22

*College Entrance Examination Board
Box 592
Princeton, NJ 08540

9th Week	Career Explorations - orientation and planning
	Employer Seminar - Job Service (when to look for and how to apply for a job.)
	Sources of job information (want ads, employment agencies)
	Making applications
10th Week	Making appointments for interview - letter and phone
	Personal Assessment - summarize
11th, 12th, 13th Weeks	Explorations
14th Week	Exploration Guides - summarizes
	Filmstrip "What You Should Know Before You Go to Work" (Guidance Associates)
	Personal data sheets
	Job Applications forms
15th Week	Filmstrip "You and Your Job Interview" (Guidance Associates)
	"Why People Aren't Hired"
	Role playing job interviews
	Employer Seminar - Social Security
16th Week	Filmstrip "Paycheck Puzzle" (Guidance Associates)
	Budgets, needs, luxuries, crisis expenses
	Deciding, pages 21-24
	Filmstrip "High School Course Selection and Your Career" (Guidance Associates)
17th Week	Seminar - high school counselors (orientation and planning)
	Deciding, pages 25, 27-30
18th Week	Filmstrip "Dropping Out - Road to Nowhere" (Guidance Associates)
	Human Relations - Keeping the job
	Post-test - Career Maturity Inventory
	(Materials from CE_2, Northwest Regional Education Laboratory, Tigard, Orgeon and Research for Better Schools, Philadelphia)

*Guidance Associates
757 Third Avenue
New York, NY 10017

**Board of Cooperative Educational Services
Valentines Road and The Plain Road
Westbury, NY 11590

Great Falls Public Schools
Great Falls, Montana

CAREER EXPLORATION CLASS
MAJOR OBJECTIVES

1. Develop the student's understanding of the role or work in our society and the multiple aspects of one's career choice: family, avocation, citizenship, economic.

2. Assist the student in applying knowledge about himself, the world of work, and education and training opportunities as he develops personal career goals.

3. Increase the student's understanding of his own interests, abilities, values, and aptitudes.

4. Improve the student's interpersonal communication skills and other job keeping skills.

5. Develop the student's ability to evaluate the personal and financial cost of training and education needed to reach his career goals.

6. Assist the student in developing an educational plan related to his career choices.

7. Teach the student how to locate and apply for a job.

8. Improve or develop the student's decision making skills.

9. Expand the student's knowledge of existing jobs and the trends and outlook in the job market.

IV. Possible job titles for introductory activity.

1. accountant
2. actor/actress
3. air traffic controller
4. airplane mechanic
5. airline pilot
6. radio announcer
7. architect
8. parking attendant
9. lawyer
10. baker
11. bank teller
12. barber
13. beautician
14. auto mechanic
15. building custodian
16. bus driver
17. check-out clerk (grocery)
18. carpenter
19. cook
20. meat cutter (butcher)
21. dairy farmer
22. dentist
23. doctor
24. file clerk
25. fire fighter
26. guidance counselor
27. school teacher
28. hotel desk clerk
29. insurance agent
30. keypunch operator
31. librarian
32. locksmith
33. truck driver
34. mail carrier
35. city manager
36. X-ray technologist
37. meteorologist
38. model
39. musician
40. newscaster (radio - T.V.)
41. occupational therapist
42. optometrist
43. police officer
44. pharmacist
45. plumber
46. piano tuner
47. recreation leader
48. newspaper reporter
49. telephone operator
50. veterinarians
51. waiter/waitress

Great Falls Public Schools
Great Falls, Montana

CAREER EXPLORATION LESSON GUIDE

January 31, 1977 - First day of new semester

I. Introduction to Career Education

A. What is Career Education?

1. Preparation for all of one's life roles: family, avocational, citizenship, and economic.
2. Learning more about self; learning about others and the world of work.
3. Learning how to select, get, and keep a job.

B. Overview of semester (The following may be mentioned and others can be added to this list.)

1. Identify personal values
2. Learn how to make decisions
3. Speakers will visit class
4. Class field trip
5. Individual explorations
6. Personal Journal
7. Develop plan for high school
8. Visit to high school
9. Interest and aptitude tests
10. Study interviewing and learn how to get a job

II. Introductory activity

A. From the list of jobs (following the activities for January 31, 1977) prepare a job title to be placed on the back of each student. As students mingle and ask questions of one another, they try to guess what job is on their back. Questions can be answered only by yes or no, and only three questions can be directed to the same person.

B. Before beginning the activity it might be helpful to suggest the areas on which one might phrase questions. For example: working conditions; salary; training requirements; working with data, people, or things; etc.

III. Discuss need of notebook or some other format for keeping student journal. Students will need materials in class by Friday.

February 1, 1977

I. Sound filmstrip. "Do We Live or Exist"

A. This filmstrip is nondirective. It will hopefully encourage the students to think about the quality and meaning of life and thereby lead into a discussion of planning for the future and setting goals based on values and interests.

II. If time permits, begin discussion of "Why People Work."

A. Attempt to draw reasons from the students. (Transparency follows activities for February 2, 1977.)

B. Suggested content

1. People work to provide for basic physical needs.
   a. Food
   b. Clothing
   c. Shelter

2. People work to provide for "wants" beyond their basic physical needs.
   a. Higher standard of living
      (1) Better homes and clothing
      (2) Labor-saving devices
      (3) Cars
   b. Recreational and cultural activities
      (1) Hobbies
      (2) Sports
      (3) Televisions, stereos

3. People work to provide intangible needs and wants.
   a. Feeling of self-respect
   b. Accomplishment of goals
   c. Feeling of independence
   d. Expression of creativity
   e. Sense of usefulness
   f. Association with other people
   g. Sense of personal contribution to others

C. Some possible student activities

1. Play a word association game with the students. List across the board the following words.
   a. Work
   b. Job
   c. Money
   d. Creativity
   e. Responsibility
   f. Service
   g. Accomplishment

REASONS WHY PEOPLE WORK

A. To provide for basic physical needs:

1. Food
2. Clothing
3. Shelter

B. To provide for "wants" beyond physical needs:

1. Higher standard of living
2. Recreational and cultural activities

C. To provide for intangible needs and wants:

1. Feeling of self-respect
2. Accomplishment of goals
3. Sense of independence
4. Expression of creativity
5. Sense of usefulness
6. Association with other people
7. Sense of personal contribution to others
8. Others

Have the students give their immediate reactions to these words. List them on the board. Note with the students the negative reactions to words like "work" and "job" and the positive reactions to words like "money" and "creativity."

2. Have the students share with the class jobs (household chores, part-time jobs, etc.) they have done which they have not enjoyed and would not want to do again. Have them share jobs they have enjoyed doing. Ask them to analyze why they did or did not like to do them.

3. Ask the students to share with the class examples of people they know of who have chosen lesser paying occupations because of their desire to be creative, to serve others, or because they prefer rural to city life, etc. Mention people like Dr. Albert Switzer who could have had a well equipped modern hospital but chose to serve in the jungles of Africa. (There are many articles in current periodicals about craftsmen--many college trained--who choose to live simple lives with few gadgets and luxuries in order to do what they enjoy.) Point out that success in a career is not fame or money, but finding a vocation which satisfies one's values.

4. Have the students read papers and magazines daily during the study of careers; encourage them to share articles or pictures of interest which have to do with work trends in America, problems of unemployment, new career fields, etc.

5. Have each student choose at least two occupations he thinks may be of interest to him. Using transparency master "Reasons Why People Work," pg. 11 have him write down which of these reasons each occupation would fulfill and to what degree; e.g. potter, high in creativity, not as high in income potential.

February 2, 1977

I. Introduce "Career Maturity Inventory"

A. Will use pre and post test to evaluate class progress.

B. Self evaluation in areas covered: Knowing Yourself; Knowing About Jobs; Choosing a Job; Looking Ahead; Problem Solving; and Attitude Scale.

B. Importance of doing best work.

II. Begin administration of "Career Maturity Inventory"

A. If machine score answer sheets have not arrived, have students record answers on a sheet of paper for transfer to machine score sheets when they arrive.

B. Administer Attitide Scale (20-30 minutes)

February 3, 1977

I. Administer "Career Maturity Inventory"

A. Part I: Knowing Yourself (20 minutes)

B. Part II: Knowing About Jobs (20 minutes)

February 4, 1977

I. Introduce, discuss, and practice writing student journals.

A. The following comments on student journals are selected from the Experience Based Career Education "Student Career Journal-Staff Guide." The complete guide is located at the end of the course of study.

1. The journal is a way for students and instructor to keep in touch with each other through a series of journal entries written and responded to on a regular basis or over an extended period of time.

2. The journal can legitimately include the students' reflections about all vital aspects of their community, school, and personal experience.

3. The instructor will need to decide how much writing will be required. There are specific writing assignments in this course, but more may be desired.

4. The instructor will also need to determine if journal entries are to be treated as confidential material.

5. Thinking about careers should not be limited to job possibilities, but should also include less tangible characteristics such as personal interests, lifestyle preferences, and psychological characteristics both of self and the work environment.

6. The journal should provide an integrating experience; that is, seeing how things being done inside and outside of school can have a bearing on what students want out of life.

B. Orienting the student to the journal

1. Hand out and discuss article "What Is A Journal" (copy follows)
2. Discuss form in which journal should be kept
3. What about confidentiality
4. Frequency and length of entries

(Continued on Page 6)

C. Write first journal entry in class - teacher assists students to be sure they understand what's expected.

1. Entry might relate to work covered during past week or reaction to "Career Maturity Inventory."
2. Collect journals for instructor response.

February 7, 1977

I. Continue administration of "Career Maturity Inventory"

A. Part III: Choosing A Job (20 minutes)

B. Part IV: Looking Ahead (20 minutes)

February 8, 1977

I. Complete "Career Maturity Inventory"

A. Part V: What Should They Do? (20 minutes)

II. Return journals

A. General comments regarding ways to improve journals. Give examples: refer students to "What Is A Journal."

February 9, 1977

I. Filmstrip: "Why Work At All"

A. Utilize filmstrip for discussion related to different values people have and review and add to discussion of "Why People Work," (See February 1).

II. By tomorrow, students should be prepared to keep some form of notebook in which they can record basic information from the class.

February 10, 1977

I. Assist students in summarizing the reasons people work and listing these in their notebooks.
(Use following worksheet to further clarify how needs are next)

II. Introduce topic of "Life-Styles"--try to involve class in developing examples. Discussion might consider topics such as:

A. How different careers effect amount of money and time available for leisure activities.

B. How careers effect family life.

1. It's important to deal with this for both men and women.

C. How others see you because of your career choice and how this affects you.

III. If discussion of "Life-Styles" is difficult, the sound filmstrip series "Careers and Life-Styles" might be utilized as an aid.

IV. Prepare class for resource speakers tomorrow.

February 11, 1977

I. Topic continues - "Careers and Life-Styles"

A. Two resource persons to speak and answer questions about their careers and how the career effects their life-style.

1. Have filmstrip available in event there is a problem with the speakers. "Careers and Life-Styles"

February 14, 1977

I. Write In Journals

A. Spend some time reviewing the presentations made by "resource speakers" last week.

Great Falls Public Schools
Great Falls, Montana

Career Education

A. Given below are some descriptions of behavior. See if you can identify the need that is being met. It is suggested that you use the following list of needs; thirst, hunger, sleep, warmth, approval, companionship, prestige, power, security, and self-actualization.

1. Maria actively campaigns to become class president._____
2. Bob writes poetry as a hobby._____
3. Charles and Linda have gone steady for six weeks._____
4. Dorothy dresses attractively and is well-groomed at all times. _____
5. Big Jim refuses to go out for football._____
6. Jane becomes a member of the social club._____
7. Sam always checks with his mother before he decides what to wear to school._____
8. Ernie has trouble keeping up his school work because he is always drowsy in study hall._____
9. Jordy always tries to control class discussions._____
10. Sandra always serves as the campaign manager for a popular girl who runs for a school office._____

B. Pick a typical hour during the day yesterday. During that hour you undoubtedly behaved in many ways.

1. List five behaviors that you performed during that hour:

(a)_____

(b)_____

(c)_____

(d)_____

(e)_____

2. Identify the needs that these behaviors met:

(a) _____

(b) _____

(c) _____

(d) _____

(e) _____

3. As you examine these lists of behaviors and needs, toward what goals were your behaviors directed?

_____

_____

_____

_____

B. Ask students to write on topic of "Careers and Life-Styles." Specific topics might be something like:

1. "What kind of life-style do I want?"
2. "Would the job I've been thinking about provide the kind of life-style I want? How I feel about this."
3. "How I feel about my parents job and life-style."

February 15, 1977

I. Introduce Deciding

A. Point out to the students that learning how to make decisions is probably more important than making a career decision at this or any age because during their lifetime most people will be making new career decisions from time to time.

B. It will be helpful for the instructor to read pages 1-10 of the "Leader Guide" before beginning to work with Deciding.

C. In class work with pages 5-6 of Deciding. (See page 12 of "Leader's Guide" for questions to help begin discussion.

February 16, 1977

I. Introduce "Ability" and "Interest"

A. Use Career Education - Personal Characteristics
Student Guide, pages 1-2
Reading Supplement, pages 1-7

1. Read with students page 1 of "Student Guide."
2. Read and discuss pages 1-5 of "Reading Supplement." Discuss abilities.
   a. Do number 1, 2 and 3 on page 2 of "Student Guide."
   b. Ask students to think about their own abilities. After looking at experiences they have had and activities in which they engage, they should try to develop a list of their present abilities.
3. May wish to distinguish ability from aptitude for purpose of discussing the Differential Aptitude Test results when available later in the semester.

February 17, 1977

I. Interests

A. Personal Characteristics, page 2, number 4 and 5 of "Student Guide."

B. Read and discuss pages 6-7 "Interests" in "Reading Supplement" of Personal Characteristics.

C. Develop with the class a list of "interests" and have the students attempt to identify their own interests.

1. Keep lists of interests to match with results of Kuder Interest Inventory later.

D. Assign students two interviews as suggested in number 5 of "Student Guide." (Extra copies of the form on page 6 will be provided to prevent students from taking student guide with them and possibly losing it.)

1. Spend some time discussing considerate way to set up interview--materials to take--kinds of people to select.

February 18, 1977

I. Administer Kuder Interest Inventory

February 22, 1977

I. Complete Kuder Interest Inventory

A. Explain different interest areas.

B. Ask students to compare results of Kuder with what they had listed on February 17.

February 23, 1977

I. Career Information - Clusters

A. The Dictionary of Occupational titles lists more than 35,000 jobs. The main reason for introducing job clusters and job classifications is to help the student as he thinks about jobs. The following are some of the ways of classifying jobs.

1. U.S. Office of Education job clusters. (Transparencies follow.)

a. Agribusiness--concerned with all areas related to the production, buying and selling of agricultural products.

b. Business and Office--concerned with administering business policies and handling the paper work and information involved in running a business.

c. Communication and Media--concerned with the exchange of messages and ideas and the media through which these are exchanged such as radio, television, mail services, and newspapers.

d. Construction--concerned with erecting and maintaining structures such as homes, buildings, roads, bridges, etc.

e. Consumer Homemaking and Related Occupations--concerned with skills in food and clothing, child care, interior decorating and management resources.

f. Fine Arts and Humanities--concerned primarily with the appreciation and understanding of mankind's ability to express and communicate thoughts and feelings. This field is composed of musical arts, visual arts, and literature.

g. Health Occupations--concerned with all aspects of preventing and conquering physical and mental disease and increasing man's lifespan.

h. Hospitality and Recreation--concerned with providing food, lodging, recreational facilities and activities for business and leisure such as motels, restaurants, camping areas, and parks.

i. Natural Resources and Environment concerned with planning, protection, and control of our natural resources and environment including such areas as pollution control, flood and erosion control, reforestation, and preservation of animal life.

j. Manufacturing--concerned with the mass production and processing of raw materials into consumer products such as machinery, apparel, chemicals and food.

k. Marine Science--concerned with the use of the ocean for shipping, commercial fishing, passenger service, and research and usage of water resources.

l. Marketing and Distribution--concerned with the process involved in transferring goods from the producer to the consumer through wholesaling and retailing channels.

m. Personal Services--concerned with the services provided on an individual need and demand basis paid for directly by the individual consumer. These include barbers, beauticians, morticians, dry cleaning establishments, etc.

n. Public Service Occupations--concerned with services deemed a necessity by the public who pays for them by taxation. Government provides these public services such as law enforcement, fire protection, and sanation.

o. Transportation--concerned with the movement of people and things for commercial, governmental and private purposes.

2. Occupational clusters related to subject areas. (See attached diagrams which include Dictionary of Occupational Titles code numbers.)

a. Agriculture
b. Art
c. Biology
d. Commercial and Distributive Education
e. Chemistry
f. English
g. Foreign Language
h. General Shop and Industrial Arts
i. Health and Physical Education
j. Home Economics
k. Mathematics
l. Music
m. Physics
n. Social Studies

(Diagrams of this cluster system are provided for students.)

3. Jobs can also be grouped according to whether an individual works with Data, People, or Things. This grouping is used in assigning numbers to jobs in the D.O.T.

In the six number code the:

a. fourth number refers to data. Working with words, numbers and ideas.

b. fifth number refers to people. Work with people emphasizes explaining, persuading, entertaining, etc.

c. sixth number refers to things. Working with machines, tools, equipment, etc.

In all cases, the lower the number, the higher the responsibility.
Examples: Models 297.868
Mining Engineers 010.081

4. A fourth way in which jobs can be classified is by the kind of training needed.

a. On The Job
b. Special Skill Training
c. College

Might use activities, books, etc., to clarify these--keep in mind for later use.

II. Career Information - Sources

A. Although there are many sources of career information, our purpose at this time is to familiarize the students with some of the basic printed material available in the building. The instructor might wish to gather the materials in the classroom or to take the class to the library and counseling offices. The following are some of the materials that might be used.

1. Occupational Outlook Handbook

2. Enclyclopedia of Careers

3. Largo Career Briefs

4. Books on specific career areas.

B. Students might be asked to list one or two jobs and simply determine:

1. What cluster area would it fit in?

2. What type of training is needed?

3. Is the work mostly with data, people, or things, or a combination of these?

CLUSTERS AND THEIR FUNCTIONS

A. Agribusiness--concerned with all areas related to the production, buying and selling of agricultural products.

B. Business and Office--concerned with administering business policies and handling the paper work and information involved in running a business.

C. Communication and Media--concerned with the exchange of messages and ideas and the media through which these are exchanged such as radio, television, mail services, and newspapers.

D. Construction--concerned with erecting and maintaining structures such as homes, buildings, roads, bridges, etc.

E. Consumer Homemaking and Related Occupations--concerned with skills in food and clothing, child care, interior decorating and management of resources.

F. Fine Arts and Humanities--concerned primarily with the appreciation and understanding of mankind's ability to express and communicate thoughts and feelings. This field is composed of musical arts, visual art, and literature.

G. Health Occupations--concerned with all aspects of preventing and conquering physical and mental disease and increasing man's lifespan.

H. Hospitality and Recreation--concerned with providing food, lodging, recreational facilities and activities for business and leisure such as motels, restaurants, camping areas, and parks.

I. Natural Resources and Environment--concerned with the planning, protection, and control of our natural resources and environment including such areas as pollution control, flood and erosion control, reforestation, and preservation of animal life.

J. Manufacturing--concerned with the mass production and processing of raw materials into consumer products such as machinery, apparel, chemicals and food.

K. Marine Science--concerned with the use of the ocean for shipping, commercial fishing, passinger service, and research and usage of water resources.

L. Marketing and Distribution--concerned with the processes involved in transferring goods from the producer to the consumer through wholesaling and retailing channels.

M. Personal Services--concerned with the services provided on an individual need and demand basis paid for directly by the individual consumer. These include barbers, beauticians, morticians, dry cleaning establishments, etc.

N. Public Service Occupations--concerned with services deemed a necessity by the public who pays for them by taxation. Government provides these public services such as law enforcement, fire protection, and sanitation.

O. Transportation--concerned with the movement of people and things for commercial, governmental, and private purposes.

February 24, 1977

I. Discussion - lecture regarding job trends.

A. Instructor can draw on pages 13-19 of Occupational Outlook Handbook, 1976-77 Edition for basis of lecture material.

B. Copies of "Let's Look Ahead" can be distributed to each student as basis of summary of lecture. Students might be asked to retain this information in their notebooks.

II. On the basis of yesterday's and today's discussion of job clusters and job trends ask class to develop a list of questions they might want to ask about any job. "Brainstorming" might be used as a means of developing this list.

Students should make a copy of the questions in order to utilize them for the next two days as they learn to use them in school career information.

February 25, 1977

I. Utilization of Career Information

A. The main purposes of this lesson are to give the student a chance to become familiar with the career information sources in their building and to begin to broaden their knowledge of careers.

1. Use questions developed in class yesterday as a guide to exploring clusters or careers students are curious about. Students should be encouraged to select freely rather than feel they must select something in which they are seriously interested.

2. Use filmstrip series, "Exploring Careers" as well as printed material introduced earlier.

February 28, 1977

I. Utilization of Career Information

A. If students used filmstrips previously, they should be encouraged to use printed material today or vice versa.

March 1, 1977

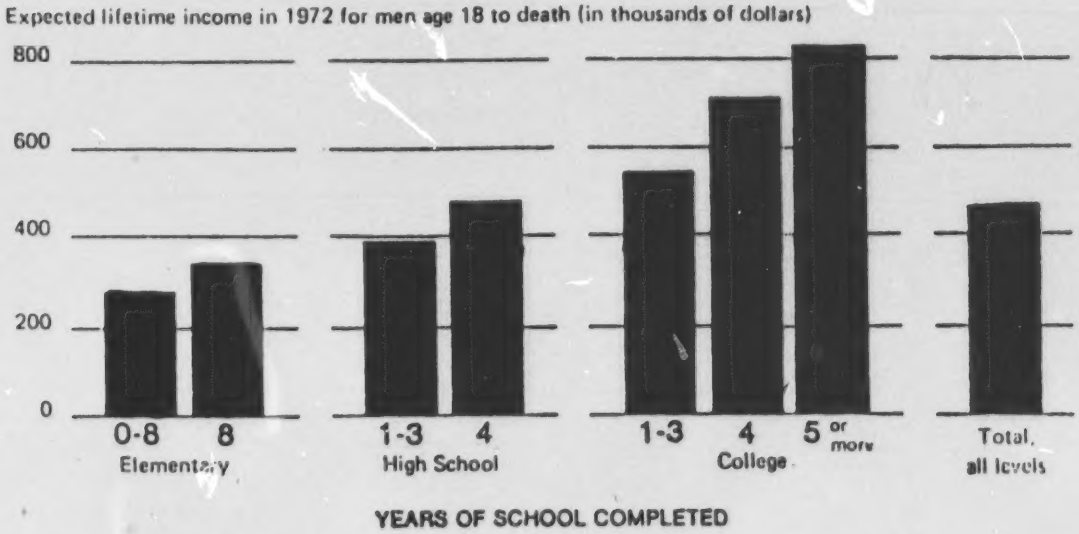
I. Values

A. Students have already has some contact with issues of "Values" when they discussed "Why People Work."

LET'S LOOK AHEAD . . .

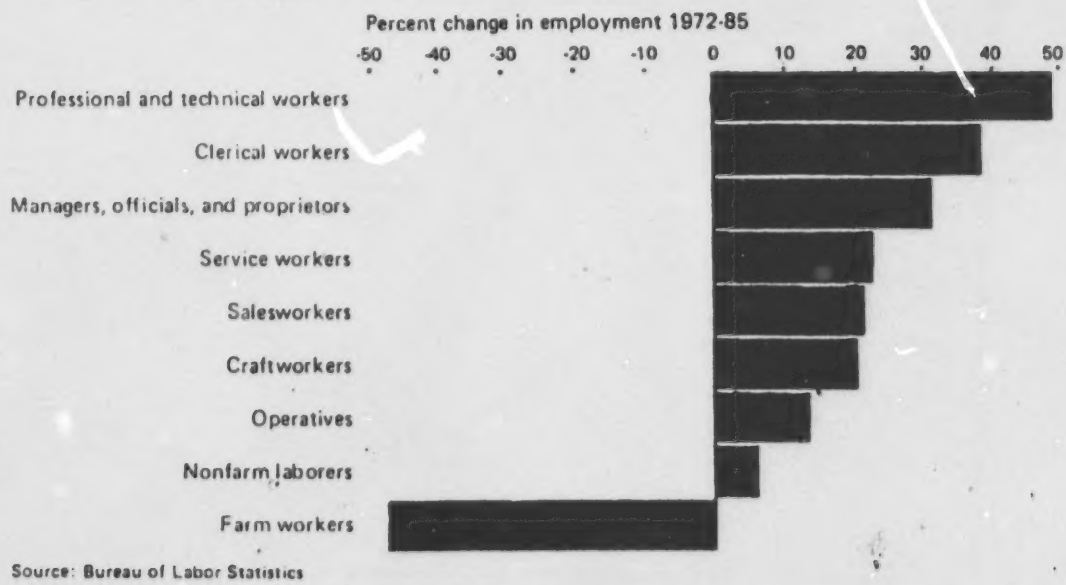
You have been asked to fantasize about what the world will look like in the near future. Experts in several fields have done the same thing. Here are some of their *educated guesses.*

Estimated Lifetime Earnings for Men Tend to Rise With Years of School Completed



Source: Bureau of the Census

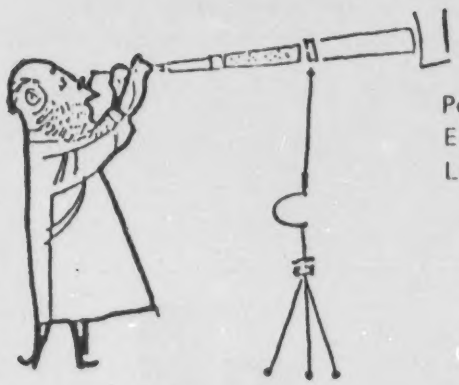
Through the Mid-1980's Employment Growth Will Vary Widely Among Occupations



Source: Bureau of Labor Statistics

LET'S LOOK AHEAD . . .

THE UNITED STATES IN THE YEAR 2000



Population	318 million
Employed labor force	122 million
Leisure-oriented society	Work-year 1,100 hours

Work day	7.5 hours
Working days per week	4
Working weeks per year	39
Legal holidays	10
Weekend days	3
Weeks per year vacation	13

Thus, in a leisure-oriented society one can spend:

40% of the week on a vocation
40% of the week on an avocation
20% (or more than one day a week) on neither – that is, just relaxing.

The year 2000 is still far in the future. But, if any of these forecasts are valid, many significant changes will occur between now and then. Can you think of any changes that may happen in the next five years that might affect your career plans . . .?

B. Values determine what is "satisfying" and thus help a person set objectives. Values also dictate the actions to be taken to reach those objectives.

C. We will utilize Deciding as a means of helping the student become more aware of his Values.

II. For today:

A. Deciding, pp. 7-8, "To Decide or Hang Loose: The Question."

March 2, 1977

I. Sex Role Stereotyping

A. In view of the federal legislation governing sex equality in employment, it is important to make students aware of job possibilities in areas that have traditionally been limited on the basis of sex.

B. Sound filmstrip: "Why Not"

1. This is directed at expanding the horizons of girls, but can be followed by a discussion of both male and female roles in our society. The teacher's guide has some good background information.

C. Possible Discussion Questions

1. Is a career necessary for a woman to be happy?

2. Would it be acceptable for the man to stay home and take care of the house and children while the woman worked at a job outside the home?

3. Are there jobs that a woman can't do? How about jobs a man can't do?

March 3, 1977

I. Sex Role Stereotyping

A. Write in journals: Based on yesterday's filmstrip and discussion, select a topic that encourages students to think about what it would be like to take a job typically reserved for someone of the opposite sex. Any other topic might be selected depending on the direction of the previous discussion.

II. Values

A. Deciding, Pg. 9.

March 4, 1977

I. Continue work on Values - Deciding, Pg. 10

A. Work through these lessons with students. See "Leaders Guide" for additional ideas.

II. Prepare class for resource speaker next week.

A. Speaker is to be a woman working at a job that is not typical for her sex.

B. Discuss with class proper listening habits and ideas to listen for.

March 7, 1977

I. Resource Speaker

A. A woman working in a job that is not typical for someone of her sex.

B. Purpose is to broaden students' view of possible careers.

II. Remind students that interviews assigned on February 17--guide was in "Personal Characteristics."

March 8, 1977

I. Discussion of "Job Interviews"

A. Divide class into groups or work with class as whole to report information gained in job interviews.

1. Try to get from students some idea of personal characteristics necessary for the jobs; associated life style; and training needed.

2. Practice classifying the jobs according to some of the cluster concepts introduced earlier.

3. Might compare student's findings with information in occupational outlook handbook or other sources available.

March 9, 1977

I. Preparation for field trip tomorrow.

A. Plans call for the students to receive a general tour of the hospital and then return individually or in groups of two or three for a more intensive look at medical or non-medical jobs: interview and observation.

1. Instructor will receive a list of areas students can visit and should make assignments before the trip.

B. Discuss information students should obtain during the tour and and observations.

1. Give each student a copy of "Your Career Exploration Guide." (See Appendix)
   a. Go through guide - step by step with the students.
   b. Discuss when and how students will be expected to complete the guide. May take notes during the actual observation and complete guide later--perhaps in class on day following the field trip. (This could be viewed as a practice exercise in preparation for the later explorations.)

March 10, 1977

I. Class Field Trip To Deaconess Medical Center

March 11, 1977

I. Field Trip Debriefing

A. Utilize exploration guide to discuss jobs observed.

B. Hopefully students can become aware of observations made by each other.

C. The purpose is not to make career choices but it is to begin to look past the surface in evaluating possible career choices.

II. "Deciding" assignment.

A. Ask students to do page 14 of "Deciding" in preparation for next Monday's class. The assignment is to keep a record of how the students spent their time on Saturday and Sunday and ties in with the issue of values.

March 14, 1977

I. Deciding

A. Discuss student worksheet on page 14. This was to have been completed over the weekend.

B. Continue on to page 15 and page 16.

March 15, 1977

I. Personal Characteristics, Workbook

A. Read pages 8-10. This should help to solidify students' concept of values.

1. Do activities 10-12.

B. Read pages 11-14 dealing with physical traits and personal and social behavior.

1. Do activities 12-19.

2. Complete tomorrow.

March 16, 1977

I. Completion of workbook on Personal Characteristics

March 17-18, 1977

I. Filmstrip, "Making the Most of Your Talents"

A. The purpose in showing this filmstrip is to help students understand that everyone has some talents, interests, and capacities that can be developed; realize that discovering their potential and developing their talents, interests, and abilities will increase their self-knowledge, self-confidence, and feelings of worth; recognize that a talent, skill, or capacity may not be immediately apparent, and that the ability to do something well may come only after a period of dedication and work; and become aware of the variety of talents and interests that can be pursued within any given field.

B. Pages 11-15 of the discussion guide which is included with the filmstrip have a number of helpful discussion questions.

March 21-22, 1977

I. Differential Aptitute Test Results

A. The explanation of Differential Aptitute Test scores may provide an opportunity to give students some basic information about standardized tests. Perhaps a member of the counseling staff could be called in as a resource for these two days.

1. Utilize the following two pages in discussing standardized tests and percentile scores.

B. After some basic discussion of standardized tests, give students their Differential Aptitute Test results and explain them.

1. Provide an opportunity for students to do some reading on areas suggested in Differential Aptitute Test printouts.

a. Utilize printed material available in the school. Might wish to order filmstrips to have them available also.

STANDARDIZED TEST PROFILE SHEET

Test Name_____

Subtest Name_____

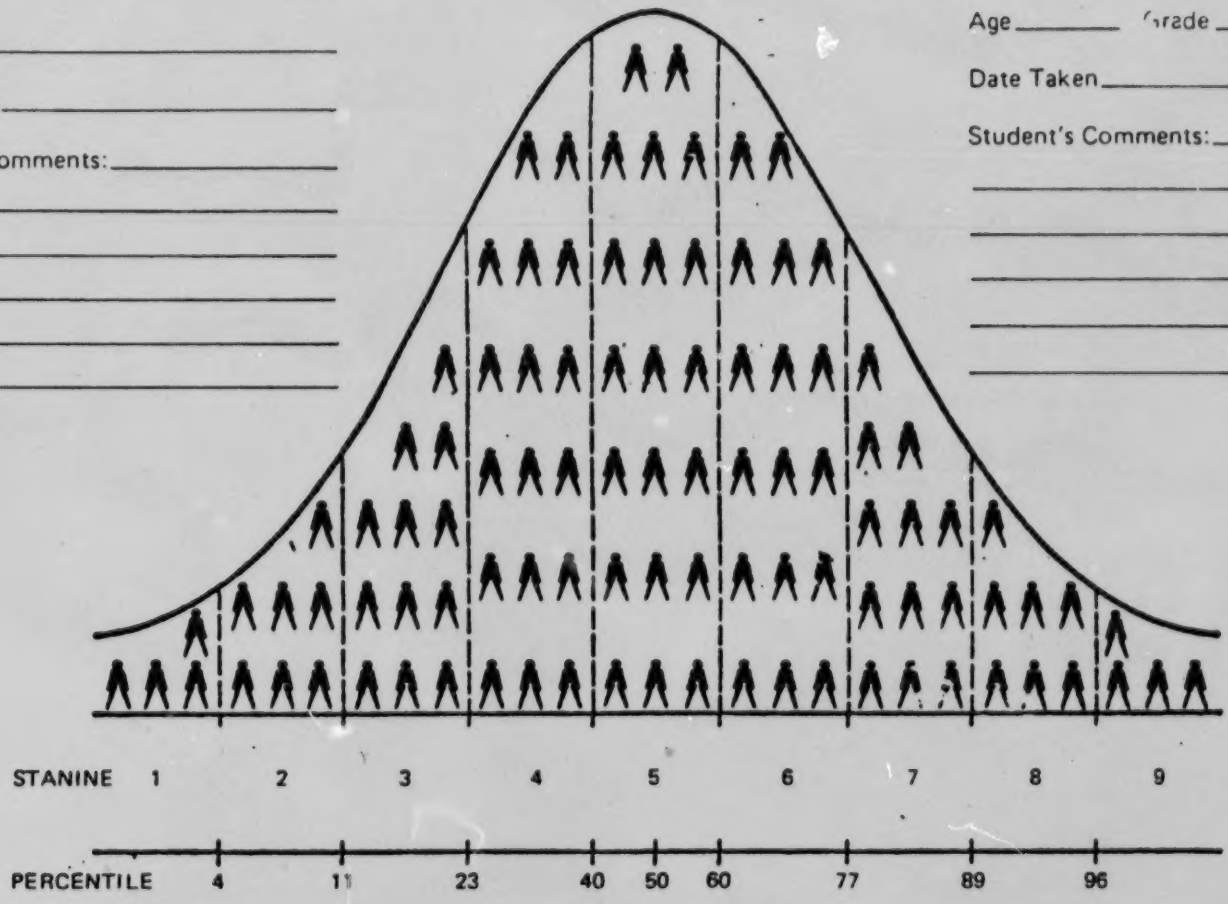
Counselor's Comments:_____

Student's Name:_____

Age_____ Grade_____

Date Taken_____

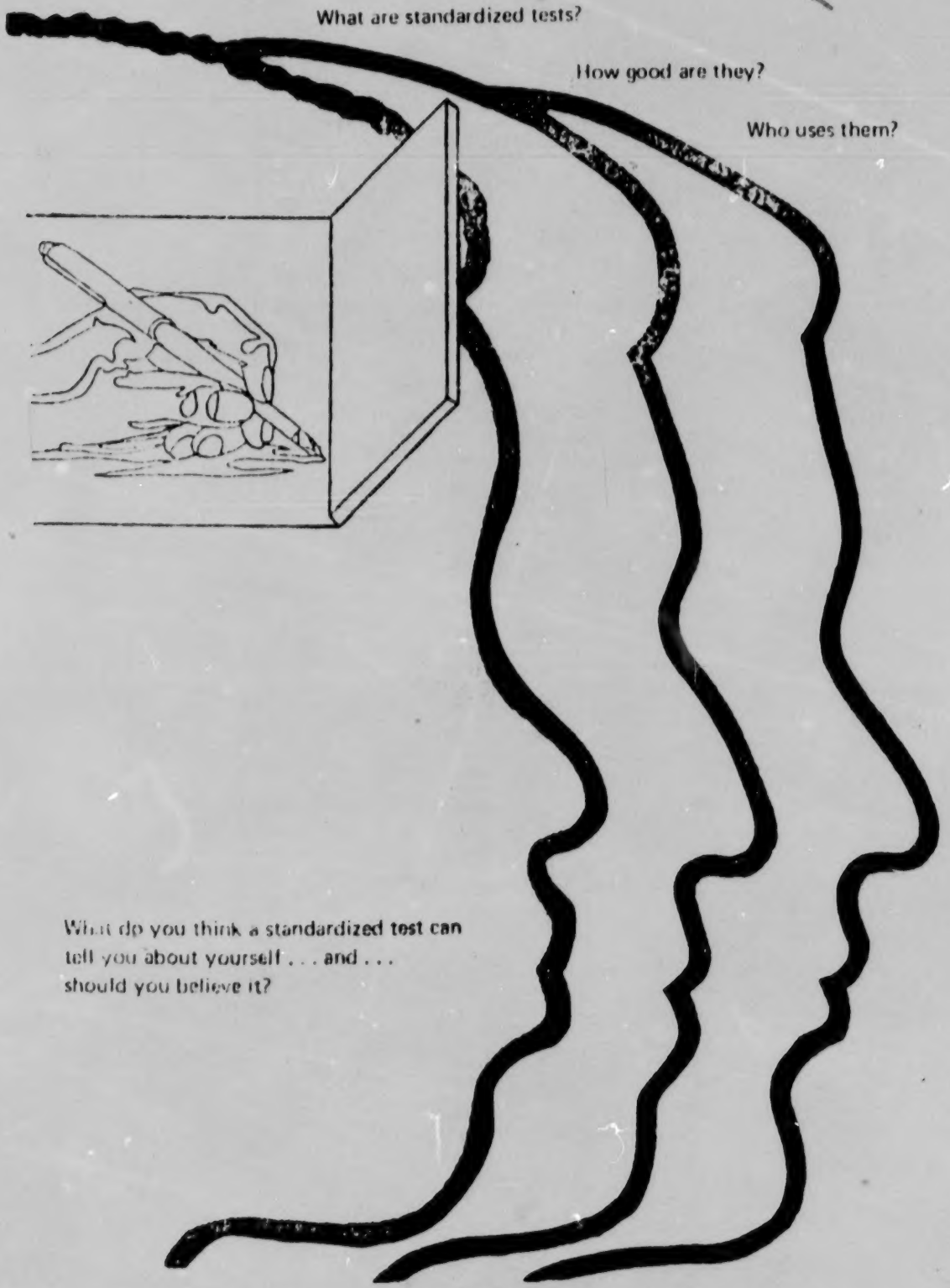
Student's Comments:_____



Color or shade in the area under the NORMAL CURVE that corresponds to the score you received in this test or one of its sub-tests.

STANDARDIZED TESTS

You have been tested from every angle and direction since you began school.



What do you think a standardized test can tell you about yourself . . . and . . . should you believe it?

March 23, 1977

I. Begin pulling together the concepts and information that have been covered so far this semester.

A. Utilize "Personal Assessment--Summary and Planning" (Copy Follows)

1. May wish to invite counselor to class to distribute test information.

2. Encourage students to think back over previous lessons.

3. Will need more than one day to complete entire summary and plan.

March 24-25, 1977

I. Deciding, pp. 17-22

A. Students complete the section of Deciding that emphasizes values and begin section on information.

1. Learning to find information about each of the alternatives of a decision (where to go, what to ask, what to look for) and evaluating that information are skills addressed in this section.

2. It might be good to spend a few minutes summarizing the "values' section and introducing the "information" section, pointing out that these are two critical factors in decision making.

March 28, 1977

I. Begin preparing students for individual, 14 day, explorations.

A. Items to be covered will depend on the nature of the exploration program. The following are some points to be considered.

1. Reason for explorations.

2. What is an exploration?

3. Observation vs. actual work.

4. Written classwork related to explorations.

5. How long in terms of hours and days.

6. How to locate exploration sites.

7. Transportation

8. Parent Permission

9. Information for "employers."

10. Procedures in contacting employers.

March 29, 1977

I. Resource Speaker

A. Representative of Employment Agency

1. Where to look for jobs?

2. How to apply for jobs?

3. Services of employment agencies.

a. Different types of agencies, fees changed, etc.

March 30, 1977

I. Discussion of how to find a job.

A. Utilize hand-out, "How Do You Look for Jobs" and "Sources of Information About Employment"--Attached

1. In each case, try to personalize the suggestion by asking students who they could talke to, where people or offices are located, which of these suggestions could be followed up in Great Falls.

2. Instructor might wish to use some very brief role-playing to assist students in opening comments if they plan to call or personally visit a prospective employer.

B. Ask students to bring sample help wanted ads or plan to utilize those following the March 31 lesson.

HOW DO YOU LOOK FOR JOBS?

There are six or seven ways which will work--which will get you a job?

1. Let all your friends know that you are looking for a job.

2. Tell other people whom you know casually: the local grocer, building or office janitor, policemen, teacher--anyone who might know of a job for you. Don't harass them, but remind them occasionally that you are still looking for a job.

3. Another possibility is the local NYC or the State Employment Agency. Many large and small businesses turn in a list of their job openings to these agencies. The employment agency can match the company's needs to your qualifications.

4. A fourth method is one that requires considerable effort. It can be tiring and often discouraging, yet it very often pays off. Make a list of all the businesses in your own neighborhood and then simply start knocking on doors. One of these doors might be the right one. Local businessmen often prefer to hire local men for the jobs.

5. Have you ever noticed the help wanted advertisements in the back section of most newspapers? Do that tonight. These ads usually ask that you reply in one of several ways:

   a. Call to schedule an interview.
   b. Write a letter giving your qualifications.
   c. Apply in person.
   d. Call to have an application sent to you.

6. Occasionally your high school is able to find jobs for students. The counselors are in touch with local businesses and are aware of some job openings. Also businessesmen and neighbors ask for student help (usually for seasonal or part-time employment).

7. One area which people often forget about as they look for a job is the yellow pages of the telephone directory.

8. Are there any other areas that you can think of which offer leads for employment?

SOURCES OF INFORMATION ABOUT EMPLOYMENT

1. State employment services
   Have more job listings in more occupational categories than any other single source.

   Know about area job openings, even among employers who have not listed their openings with the employment service.

   Have approximately 2,400 local offices conveniently located in all parts of the country.

   Operate computerized job banks in all major cities and many smaller ones to bring up-to-the-minute information on all openings in a metropolitan or larger area to people looking for work at any employment service office in the area.

   Provide national registries for selected professional workers, such as economists, librarians, statisticians, correctional services personnel, and engineers and scientists.

   Provide placement service at national professional conventions.

   Offer counseling and career consultation.

   Provide aptitude and proficiency testing.

   Have daily contacts with thousands of employers.

   Accumulate and distribute local, statewide, and national labor market information.

   Charge no fees.

2. School or college placement services
   A productive source for professional openings.

   Usually available only to students and alumni of the school.

3. Want ads in newspapers, professional journals, and trade magazines
   Provide a broad range of definite openings.

   A large share of listings in magazines devoted to your field are likely to be for jobs you are qualified to fill.

   Descriptions of jobs may not be detailed enough for you to decide whether you are qualified.

   Analysis of the ads provides information about the extent of employment activity in your field throughout the area.

4. **Industrial and craft unions**
   Have exclusive hiring authority for some firms.

   Each deals with a limited number of occupations.

   Productive source for members, particularly those with seniority.

5. **U.S. Civil Service Commission**
   Handles U.S. Government Civilian jobs.

   Fills jobs in a wide variety of professional, technical, clerical, craft, and other occupations.

   Positions are located in Washington, D.C., throughout the United States, and overseas.

   Jobs are filled on a merit basis as determined by examinations and ratings of experience and education.

   Examinations are given several times a year in cities throughout the nation. Tests for entry-level professional positions are conducted at many universities and other schools.

   Most post offices have application forms and information on job opportunities. You can also write for information to the U.S. Civil Service Commission, Washington, D.C. 20415.

6. **Private employment agencies**
   Usually specialize in a few occupations.

   Some charge applicants a fee for registration or placement; others collect fees from employers.

7. **Yellow pages of the telephone directory, industrial directories, and Chamber of Commerce lists**
   Names of firms that employ workers in your field and other information useful in applying to them.

8. **Professional associations**
   Useful for specialized occupations.
   Listings available at libraries.

WHICH OF THESE SOURCES CAN YOU USE NOW?

What kinds of things will you have to know about yourself to be able to use these sources?

What will the source want to know about you?

March 31, 1977

I. Consideration of want ads and hiring standards.

A. Have students select an interesting ad and consider the qualifications needed. Utilize worksheet "Meeting the Requirements."

B. Have class discuss "Meeting the Requirements" and continue on to the next page of the worksheet which deals with hiring standards. These standards are a summary of many responses contributed and compiled from a survey of a national cross-section of employers.

1. Hopefully students can become more objective readers of want ads and also realize the importance of developing some technical skills if they wish to compete on the job market.

HELP WANTED

CATALINA MOTEL under new management—Taking applications from ages 17 on to work as busboy and part-time clerk. Hours: 5 p.m. to 9 p.m., Mon.-Sat.

CARPENTERS WANTED — Layout carpenter. Call 254-9960.

CARPENTERS — For framing and finish work. Good pay for good men. Apply 130 Burt Rd. Joe M. Hawkins and Co. General Contractors.

FULL—Part time. Fast moving counter girl. Must make change manually. McDonalds, 771 New Circle.

EXPERIENCED bookkeeper needed. Apply Gracie Maid Ice Cream Co.

MAIDS

Apply in person Holiday Inn North I-75 and Newtown Pike between 8 a.m. and 4 p.m.

ELECTRONICS TECHNICIAN

Field engr — installing — troubleshooting sophisticated automated equipment. Car furnished & expenses paid. $8000. Call Ben Rayfield 233-0583. Snelling & Snelling.

MATURE LADY—Dairy Queen—Hours negotiable, approximately 9-3 daily 255-5658, or see Mr. Brown, 684 New Circle Road N.E.

ATTRACTIVE SALESLADY to call on established businesses - Advertising experience helpful, but will train. Call 277-4804 for an appointment.

IMMEDIATE OPENING. Part time or registered LPN nurse. 3 a.m.-11 p.m. Thursday and Friday. Apply 9 a.m.-2:30 p.m., Monday-Friday. Cardinal Hill Hospital, 2050 Versailles Rd.

LEGAL SECRETARY — typing and shorthand required. Reply to Herald Leader Box 334.

MEETING THE REQUIREMENTS

What does it take to get hired for a job?
Of course, requirements are different for each level of employment . . . and specific job.

We have selected three want ads. Pick one of them and list some of the hiring standards that may be used to differentiate between applicants.

1.

2.

3.

4.

5.

6.

7.

8.

9.

On the following pages are some selected jobs and the hiring standards that have been applied in filling them. Of course, every job is different, but these examples may indicate the level of preparation that even low-level jobs may demand in these technological times.

Hiring Standards*	Cashier/Clerk	Bank Teller	Machine Operator Production
Hiring inexperienced?	100% Yes	86% Yes	92% Yes
Prefer previous work experience?	42% Yes	90% Yes	91% Yes
How important are references?	66% Important	75% Important	27% Important
How long to train experienced worker?	1.0 Weeks	2.8 Weeks	2.6 Weeks
How long to train inexperienced worker?	2.2 Weeks	7.2 Weeks	29 Weeks
Reasons to reject	Appearance	Appearance	Attitude
	Poor work history	Poor job potential	Poor work history
	Test results		
Tests for screening?	20% No	77% No	57% No
Hiring decision based on ability to perform this job or higher job?	78% This Job	74% This Job	95% This Job
Men versus women	9% Men	31% Men	96% Men
	83% Women	10% Women	4% Women
	8% No Difference	59% No Difference	
Age group preferred	44% 30 to 45	33% 30 to 45	58% 30 to 45
	38% 22 to 29	30% 22 to 29	15% 22 to 29
	5% 19 to 21	22% 19 to 21	5% 19 to 21
	13% No Difference	15% No difference	22% No Difference
		70% Favorable	
Policy on hiring persons under 21	22% Favorable	76% No difference	72% Favorable
Marital status preferred	56% No Difference		
	44% Married		85% Married
Minimum level of education required	8% High School	52% High School	2% High School
	36% Some High School	24% Some High School	13% Some High School
	22% Eighth Grade	4% Eighth Grade	78% None
	25% None	20% None	7% Other
	9% uncertain		

*Source: U.S. Department of Labor

Hiring Standards	Cashier/Clerk	Bank Teller	Machine Operator Production
Equally qualified in all respects except education, prefer	14% Some College or College Degree 44% Academic H.S. 10% Some High School 32% Uncertain	10% College Degree 63% Academic H. S. 10% Voc. High School 2% Some High School 5% Read and Write 10% Other	2% Academic H.S. 58% Voc. High School 6% Some High School 11% Read and Write 23% Uncertain
How important is education?	45% Important	78% Important	23% Important
How important is ability to read and write English?	69% Important	95% Important	58% Important
If worker is unable to complete application form, how does this affect decision to hire?	61% Not Hire	86% Not Hire	49% Not Hire
Attempt made to determine worker's aptitude?	40% Yes	100% Yes	11% Yes
Attempt made to determine worker's interest and/or temperament?	45% Yes	100% Yes	66% Yes
Attempt made to determine worker's personality?	56% Yes	100% Yes	5% Yes
How important is appearance?	83% Important	100% Important	15% Important
Attempt made to determine worker's physical capacity?	83% Yes	95% Yes	43% Yes
Hire workers with police records?	33% No	72% No	42% No
Does worker's record of stability of employment affect decision to hire?	83% Yes	100% Yes	81% Yes
Does worker's record of family stability affect decision to hire?	69% No	86% No	98% No

April 1, 1977

I. Readiness For A Job

A. Students have been giving some consideration to job qualifications and should now be ready to do some self assessment in this area.

1. Have students complete form on "Readiness for a Job."

2. Utilize journals to reflect feelings about self and possible areas and methods of improvement after having done the self assessment.

QUESTIONS AND ANSWERS

Read each question. Ask yourself whether the answer is Yes (Y), Usually (U), Sometimes (S), or NO (N). Make a check mark in the proper column.

	Y	U	S	N	
1.	___	___	___	___	Am I serious enough to hold a job?
2.	___	___	___	___	Am I trustworthy?
3.	___	___	___	___	Am I a good listener?
4.	___	___	___	___	Am I able to get along with others?
5.	___	___	___	___	Am I punctual (on time)?
6.	___	___	___	___	Do I get to my present job (school or work) every day?
7.	___	___	___	___	Do I complete assignments on time?
8.	___	___	___	___	Am I usually cheerful?
9.	___	___	___	___	Am I willing to do more than my share?
10.	___	___	___	___	Am I willing to take advice?
11.	___	___	___	___	Am I eager to learn?
12.	___	___	___	___	Am I able to follow directions?
13.	___	___	___	___	Am I willing to help others?
14.	___	___	___	___	Do I have a sense of humor?
15.	___	___	___	___	Can I take criticism?
16.	___	___	___	___	Can I take responsibility?
17.	___	___	___	___	If I owned a business, would I be willing to hire a person like me?
18.	___	___	___	___	Is the job itself important to me?

QUESTIONS AND ANSWERS (Continued)

	Y	U	S	N	
19.	___	___	___	___	Am I willing to keep on learning?
20.	___	___	___	___	Am I willing to give up some personal pleasure in order to improve myself for my job?
21.	___	___	___	___	Am I willing to start with a low-paying job and work hard to learn skills which will help me get and keep a better-paying job?
22.	___	___	___	___	Do I have respect for people, no matter what kind of job they have?
23.	___	___	___	___	Do I really believe that ALL jobs are really important?
24.	___	___	___	___	Do I really want to work?
25.	___	___	___	___	Do I plan to finish high school before thinking about anything but a part-time job?

Total the number of times you checked each response and enter the number in the appropriate box.

YES	☐
USUALLY	☐
SOMETIMES	☐
NO	☐

If you had more "sometimes" and "no" than other responses, you had better check your response to Question 17.

Which areas are you going to try to improve?

April 4, 1977

I. Securing An Appointment

A. Today and tomorrow have students discuss and practice responding to want ads by letter and telephone. Utilize hand-out "Securing an Appointment for an Inverview."

1. Discuss guidelines for letter requesting an appointment.

a. Clear, concise sentences

b. Short letter, preferably one page

c. Type or write legibly

2. Content of letter - see sample following.

3. Ask students to write their own letter. Use want ads they had in class last week. Letters need not be sent at this point.

April 5, 1977

I. Securing an appointment by telephone. Refer to yesterday's hand-out, "Securing an Appointment for an Interview."

A. Discuss polite and considerate use of the telephone. Select some students to work in pairs and practice (role-play) telephone request.

April 6, 1977

I. Continue work on "Personal Assessment - Summary and Planning" which students started on March 25.

April 7, 1977

I. Utilize today to make final preparations for the explorations which begin next week.

A. Review work locations, transportation, etc.

B. Give students copies of Exploration Guide as used earlier and discuss basic information they need to collect.

SECURING AN APPOINTMENT FOR AN INTERVIEW

After studying where to get a job and how to write a good letter of application, you have to get an interview.

There are three ways of getting an interview; you will practice all three ways in class--so when you try for an interview on your own, you will be familiar with what you should do. Read this carefully, then practice calling--using a teletrainer if your teacher can get one. You will also have a chance to practice writing a letter.

I. By Letter

A. Write clear, concise sentences.

B. Keep the letter short, preferably one page.

C. Type the letter or write it legibly.

II. By Telephone

A. Make your call courteous and business-like.

B. Speak plainly and distinctly.

C. Give your name clearly.

D. Know the name of the person who is to interview you.

E. Know how to pronounce the interviewer's name correctly.

F. Make a written memo of time, place and name of person to whom you are to report.

G. As soon as the appointment is scheduled, thank the person making the appointment.

III. By Applying in Person

A. Inform the appropriate person (receptionist, secretary, storekeeper, etc.) that you are answering the ad they have posted.

B. Explain your interest in the job.

C. State why you feel you are qualified for the job.

ANSWERING A WANT AD BY LETTER

Your address	120 High Street Lexington, KY 40503
Date	April 20, 1974
Name and address	Mr. Frank Collins Premium Oil Company 310 Hill St. Louisville, KY 40201
Salutation	Dear Mr. Collins:
Introduction	I am writing to you to apply for the managerial job that you advertised in The Louisville Times on April 18. The following information tells of my qualifications.
Information	I am _____ years old and a graduate of the _____ School. I completed a _____ course in _____ and have also had courses in _____, _____, _____.
Past work experience	Last summer I worked full time as an _____. My supervisor was _____.
Request for a personal interview	I am sure I could do a good job for you as _____. I would greatly appreciate a personal interview. If you wish to call me, my telephone number is _____.

Sincerely yours,

Jane Mason

May 2, 3

I. Follow-Up of Explorations

A. Spend time covering the Career Exploration Guide.

1. Students should complete their guides during these two days and discuss some of their experiences with the rest of the class.

2. On the basis of the observations the students made there should be some speculation about life styles related to the different careers.

May 4

I. Introduce Job Interviewing, Personal Data Sheets, and Job Applications

A. Filmstrip - "What You Should Know Before You Go To Work," Part II

1. Review and discuss basic points made during filmstrip.

May 5

I. Personal Data Sheets

A. Discuss use and content of Personal Data Sheets.

1. Study sample and then develop own data sheet using form on back of page.

2. Students' data sheets should be kept for use in role-playing next week.

May 6

I. Job Applications

A. Review points from filmstrip, "What You Should Know Before You Go To Work."

1. Students should select from the various applications and fill out one. Maintain these applications for role-playing next week.

MAKING A PERSONAL DATA SHEET

If you write a letter of application to a company, you should include a personal data sheet. It should show all the important information about yourself that you would be asked to give on an application form. It would also be helpful to take with you when you go to a business to fill out an application. You should make a number of copies of your personal data sheet and include one with each letter of application to employers.

PERSONAL DATA

Personal

Name--Judy Potter
Address--714 Camel Drive, Lexington, Kentucky 40504, Phone 255-8723
Age--17
Height--5 feet, 7 inches
Weight--136 pounds
Health--Excellent

Skills

Type 60 words a minute
Take shorthand 100 words a minute
Use calculator
Read blueprints or plans
Use sewing machine
Play the piano

Education

Junior at Lafayette High School

Subjects studies--

Distributive Education, 1 year
Typing, 2 years
Science, 2 years
History, 2 years
English, 3 years
Office Practice, 1/2 year

Experience

Worked last summer as a receptionist at Lay Life Insurance Co.

Outside Interests and Hobbies

Tennis, Swimming, Cooking

References

Mr. Louis Jones, Manager Lay Life Insurance Co., 123 Main Street, Lexington, Kentucky 40508

Mrs. Elaine S. Prewitt, Work-Experience Counselor, Lafayette High School, 400 Reed Lane, Lexington, Kentucky 40503

Miss Carol Alan, Typing teacher, Lafayette High School, 400 Reed Lane, Lexington, Kentucky 40503

NOW LET'S SEE YOU PREPARE YOUR OWN PERSONAL DATA SHEET!

PERSONAL DATA

Personal

Name

Address

Age

Weight

Height

Health

Skills

Education

Experience

Outside Interests and Hobbies

References

May 9

I. Preparation for Job Interviews

A. Filmstrip "You and Your Job Interview," Part I and II

1. Follow-up with discussion of strong and weak points in sample interviews, Part II

May 10

I. Continue Preparation for Job Interviews

A. Distribute and discuss "Questions Often Asked During Interviews" and "Why People Aren't Hired."

B. Set up teams for role-playing interviews on Wednesday and Friday. Students should utilize applications and data sheets developed last week.

May 11

I. Role-Play Job Interviews

A. Students acting as job seekers and employers. Can be set up according to teachers wishes. May have a few employers and rest of class acting as employees, or may work in teams. Class and instructor should critique interviews.

May 12

I. Social Security System

A. Resource speaker to explain the purpose and function of social security.

B. Students who do not have social security cards should complete applications at this time.

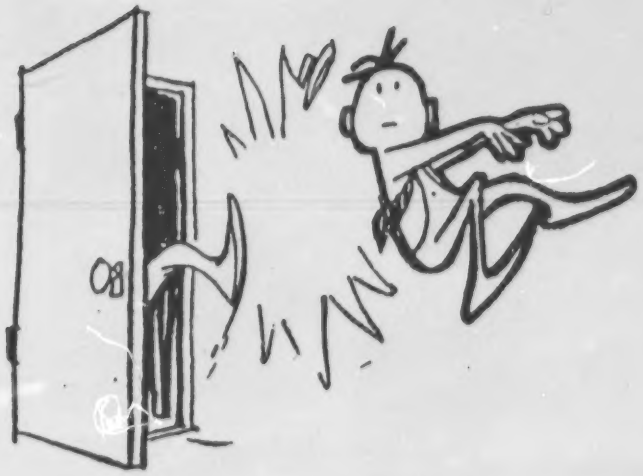
May 13

I. Complete Role-Play of Job Interviews

QUESTIONS OFTEN ASKED DURING AN INTERVIEW

1. Why would you like to work for this company?
2. Are you looking for permanent or temporary work?
3. What job would you most like?
4. What do you want to be doing in five years? In ten years?
5. What qualifications do you have for this job?
6. What subjects in school did you like best? Least?
7. Do you prefer working alone or with others?
8. How do you spend your spare time?
9. What magazines do you read?
10. What is your main strength? Your main weakness?
11. What jobs have you had? Why did you leave?
12. What salary do you expect?
13. Do you have any debts?
14. Have you had any serious illnesses?
15. Do you smoke?
16. How do you feel about working overtime?
17. Did you attend school regularly? How many days were you out last year?
18. What grades have you gotten in your school work?
19. When can you begin work?
20. How did you become interested in this company?

WHY PEOPLE AREN'T HIRED



Negative Factors Evaluated during the Employment Interview and Which Frequently Lead to Rejection of the Applicant in Order Of Frequency (as reported by 153 companies surveyed by Frank S. Endicott, Director of Placement, Northwestern University).

1. Poor personal appearance
2. Overbearing-overagressive-conceited "superiority complex" – "know-it-all"
3. Inability to express self clearly – poor voice, diction, grammar
4. Lack of planning for career – no purpose and goals
5. Lack of interest and enthusiasm – passive, indifferent
6. Lack of confidence and poise – nervous – ill-at-ease
7. Failure to participate in activities
8. Over-emphasis on money – interest only in best dollar offer
9. Poor scholastic record – just got by
10. Unwilling to start at the bottom – expects too much too soon
11. Makes excuses – evasiveness – hedges on unfavorable factors in record
12. Lack of tact
13. Lack of maturity
14. Lack of courtesy – ill mannered
15. Condemnation of past employers
16. Lack of social understanding
17. Marked dislike for school work
18. Lack of vitality
19. Failure to look the interviewer in the eye
20. Limp, fishy handshake

Why People Aren't Hired (continued)

21. Indecisive
22. Loafs during vacations – lakeside pleasures
23. Unhappy married life
24. Friction with parents
25. Sloppy application blank
26. Merely shopping around
27. Wants job only for a short time
28. Little sense of humor
29. Lack of knowledge of field of specialization
30. Parents make decisions for him/her
31. No interest in company or in industry
32. Emphasis on whom he/she knows
33. Unwillingness to go where sent
34. Cynical
35. Low moral standards
36. Lazy
37. Intolerant – strong prejudices
38. Narrow interests
39. Spends much time in movies
40. Poor handling of personal finances
41. No interest in community activities
42. Inability to take criticism
43. Lack of appreciation of the value of experience
44. Radical ideas
45. Late to interview without good reason
46. Never heard of company
47. Failure to express appreciation for interviewer's time
48. Asks no questions about the job
49. High pressure type
50. Indefinite response to questions.

Great Falls Public Schools
Great Falls, Montana

YOUR CAREER EXPLORATION GUIDE

Name_____ Date_____

What type of job are you exploring?_____

Company or Agency_____

Employer Instructor's Name_____
(The "Employer Instructor" is the person you observe working and who tells you about the job.)

INTERVIEW YOUR EMPLOYER INSTRUCTOR

Take notes as you conduct the interview and present the information in whatever form your instructor suggests.

1. Suggested Interview Topics

   A. Working conditions: hours, environment, fringe benefits, salary, advancement opportunities, legal issues, job interest and variety.

   B. Products and services offered: what the job site produces, how its activities relate to the rest of the organization.

   C. Specific job qualifications: legal (such as, age limits, need to be bonded, etc.), physical, psychological, prerequisite training and educational credentials.

2. Suggested Interview Questions

   A. What do you do during a typical day--the same things over and over, or something different?

   B. What type of dress is acceptable--that is, slacks, jeans, shirt and tie?

   C. How did you get started in this job?

   D. What are the special training, schooling, experience requirements?

   E. What are the opportunities for advancement?

   F. What is the estimated salary range?

   G. How long have you been on this job?

   H. How long have you been with this company?

   I. What previous jobs have you held?

   J. What do you like and dislike about your job?

LOOK AT JOB SITE REQUIREMENTS

1. Physical Requirements

   A. Here are some examples of physical requirements that might be particularly necessary for certain jobs:

Special height	Ability to sit long periods
Special weight	Driving ability
Adequate vision	Special voice qualities
Ability to distinguish colors	Special appearance
Physical strength	Ability to stand long periods
Ability to stoop long periods	Ability to lift weights over 50 pounds

   B. Look at the job you are exploring, list the physical requirements for it, and say whether you have them or not, or whether you think you could develop them. (Remember, you may find ones not listed above.)

Physical Requirement	I Have It	I Don't Have It
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Training and Experience

   A. What are the educational and/or special training requirements of this job?

_____

_____

_____

_____

   B. What kinds and lengths of experience are required by this job?

_____

_____

_____

_____

3. Describe the Company or Agency Where Your Job Site Is Located

A. Does it provide a service for customers or the public? ☐ Yes ☐ No

B. Does it manufacture a product? ☐ Yes ☐ No

C. Does it sell a product or products? ☐ Yes ☐ No

D. Describe the service or product: _____

_____

_____

_____

_____

_____

_____

_____

4. Describe the Job You Are Exploring

A. What kinds of equipment and tools are used on this job?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

B. What are some activities and work tasks typical of this job?

_____ _____

_____ _____

_____ _____

_____ _____

_____ _____

5. Describe the Site With Pictures and Words

A. Put photographs, drawings or cartoons in the boxes provided and below the pictures write descriptions of services, products, equipment or people that are in the pictures.

EXAMINE YOUR JOB INTERESTS AND APTITUDES

One way to match or mismatch yourself with a job is to compare the job with things you enjoy doing, are capable of doing or would like to learn. In the following activities, analyze the skills and tasks required by the job you are exploring and compare them with your own preferences and abilities.

	Give an example from the job site	Do you like to do this?	Can you do it?
Working With Things			
Precision Work	_____	_____	_____
Operating Equipment	_____	_____	_____
Handling Materials	_____	_____	_____
Working With Information			
Interpreting Facts	_____	_____	_____
Organizing and Using Information	_____	_____	_____
Copying, Sorting and Putting Things Together	_____	_____	_____
Working With Numbers or Words	_____	_____	_____
Working With People			
Counseling	_____	_____	_____
Discussing and bargaining	_____	_____	_____
Supervising	_____	_____	_____
Selling	_____	_____	_____
Teaching	_____	_____	_____

C. Work Values

1. What wages are paid for a beginning worker in the job you explored?_____

2. Is there a union or bargaining group to represent workers?

_____

3. Is there a group insurance plan here?_____

4. What are the opportunities for promotion?_____

5. Does this company provide in-service training for employees?

_____

What do you consider to be the skills and aptitudes <u>most</u> <u>necessary</u> to performance of this job?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

List the skills and aptitudes you think you would have to learn in order to do this job, and suggest ways you think they could be learned (for example, on the job, college courses, company training programs, etc.).

	Skills	Ways You Could Learn Them
1.	_____	_____
2.	_____	_____
3.	_____	_____
4.	_____	_____
5.	_____	_____
6.	_____	_____

What interests and aptitudes do you have that might not be exercised in performing this job?	Do you think you could satisfy these things outside the job?
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____

THINK ABOUT VALUES OR PRINCIPLES

1. Before exploring the job, look at the values and principles listed below. Check those that are important to you and add others if you wish. Think about whether they might conflict with requirements of a job or might make a job especially desirable.

Personal Values	Social Values	Work Values
☐ independence	☐ human rights	☐ job security
☐ surroundings	☐ group rights	☐ wages and benefits
☐ loyalty	☐ equal opportunities	☐ competition
☐ self-satisfaction	☐ environment issues	☐ advancement
☐ leadership	☐ teamwork	☐ status
☐ appearance/grooming	☐ _____	☐ _____
☐ _____	☐ _____	☐ _____

2. After exploring the job, think again about personal, social and work values and answer the following questions.

   A. Personal Values

      1. Does your employer instructor work alone or with many people?

         _____

      2. Is the work area comfortable, safe and well-lighted? _____

         _____

      3. What are the special rules for appearance?_____

      4. Describe opportunities to show independence and leadership.

         _____

   B. Social Values

      1. Can workers of either sex work in this job? (If not, why not?)_____

      2. If you can, give an example of this company or agency's concern for protecting the environment_____

         _____

      3. Is there a procedure for workers to influence decision making? _____

Great Falls Public Schools
Great Falls, Montana

PERSONAL ASSESSMENT

SUMMARY AND PLANNING

Name_____

School_____ Grade_____

Class_____

PHYSICAL TRAITS

Physical Traits Checklist			
Physical Trait	Will work for me	Will work against me	Will have no effect
Height			
Weight			
Strength			
Muscular Coordination			
Endurance			
General Health			
Eyesight			
Hearing			
Speech			
Any other limitation or handicap			

Jobs That Match My Physical Traits	
Jobs	Training Needed
1.	
2.	
3.	

PERSONAL AND SOCIAL BEHAVIORS

Personal and Social Behaviors I Want To Consider When I Select My Education and Work Goals		
Do Well In This Area	Need to Improve In This Area	Areas of Personal and Social Behavior
		1. Dealing effectively with difficult solutions.
		2. Carrying through on assigned or agreed-upon tasks.
		3. Working independently, on your own, using your own ideas.
		4. Being honest.
		5. Considering the feelings of others.
		6. Contributing to a group.
		7. Dealing effectively with rules and suggestions.

Jobs That Match My Personal and Social Behavior	
Job	Training Needed
1.	
2.	
3.	

ABILITIES AND APTITUDES

IOWA Tests of Basic Skills			
Skill Area	Above Grade Level	At Grade Level	Below Grade Level
Vocabulary			
Reading Comprehension			
Language Skills			
Work Study Skills			
Mathematics Skills			

Differential Aptitude Test				
Aptitude	High 75th to 99th Percentile	High Average 50th to 74th Percentile	Low Average 25th to 49th Percentile	Low 1st to 24th Percentile
Verbal Reasoning				
Numerical Ability				
VR + NR				
Abstract Reasoning				
Clerical Speed and Accuracy				
Mechanical Reasoning				
Space Relations				
Spelling				
Language				

Abilities I Will Consider When I Choose My Education and Work Goals

Abilities I Plan To Work On Before I Choose My Education and Work Goals

Jobs That Match My Abilities	
Job	Training Needed
1.	
2.	
3.	

What I Think My Abilities Are				
Working With	High	High-Average	Low-Average	Low
Data				
People				
Things				

My Grades (G.P.A.) Up To Now				
Key Subject Areas	High Mostly A's & B's (1 to 2)	High-Average Mostly B's & C's (2 to 3)	Low-Average Mostly C's & D's (3 to 4)	Low Mostly D's (4 to 5)

INTERESTS

What I Think My Interests Are				
Areas of Interest	High Like very much	High-Average Like a little	Low-Average Indifferent or know little about	Low Dislike
Engineering, Physical Science, Mathematics, Architecture				
Medical and Biological Science				
Business Administration				
General Teaching and Social Service				
Humanities, Law, Social and Behavorial Sciences				
Fine Arts, Performing Arts				
Technical Jobs				
Business, Sales				
Mechanics, Industrial Arts				
Construction, Trades				
Business, Secretarial-Clerical				
General, Commercial and Public Service				

Results Of The Kuder Interest Survey	
Rank of Interest	Area of Interest
First	
Second	
Third	
Fourth	
Fifth	
Sixth	
Seventh	
Eighth	
Ninth	
Tenth	

Areas Of Interests I Want To Consider When I Select My Educational And Vocational Goals

Areas Of Interests I Plan To Explore

Jobs That Match My Interests	
Job	Training Needed
1.	
2.	
3.	

VALUES

What I Think My Education and Work Values Are
__ 1. Studying things which will enable me to help others or having a job where I could help other people.
__ 2. Studying or working with others and getting along well with them.
__ 3. Studying or working mainly on my own.
__ 4. Having prestige--the respect of other people--people looking up to me at school or at work.
__ 5. Studying or working in pleasant surroundings.
__ 6. Studying with or working for someone who is reasonable, helpful, and considerate.
__ 7. Studying for or having a job which I could be absolutely sure of keeping.
__ 8. Making my own decisions while I study or am on the job; being my own boss.
__ 9. Feeling that I have really accomplished something through my studies or on my job.
__10. Studying for or having a job where I could give orders to someone else and supervise their activities.
__11. Making something new or carrying out a new project in my studies or on my job.
__12. Having frequent and large pay increases and other financial benefits.
__13. Having opportunities for advancement in my studies or job.
__14. Studying or working on a variety of tasks or activities--not the same things; being busy all the time; being able to travel.
__15. Feeling that my studies or my work really use and challenge my mind and talents.

Values I Need To Consider When I Select My Education-Work Goals

Values I Plan To Change Before Selecting My Post-High School Education and Work Goals

Jobs That Match My Values	
Job	Training Needed
1.	
2.	
3.	

Summary

Jobs That Match My Interests

Jobs That Match My Ability and Aptitude

Jobs That Match My Values

Jobs That Match My Physical Traits

Jobs That Match My Personal and Social Behavior

Next Step

List here any jobs that appear on all of your lists.

Jobs	Training Needed
1.	
2.	
3.	
4.	
5.	

Your Next Step?	
Check The Ones That Apply.	
	Read more about the job.
	Interview someone working in the field.
	Find out about training for the job.
	Visit a place where the work is being done.
	Work at the job or a related job.
	Other:

Great Falls Public Schools
Great Falls, Montana

SITE INFORMATION

Company/Agency

Job/Department

Address/Phone

Employer

Staff Member Doing Analysis

Date

Potential Exploration Sites

I. Major departments or divisions in which the student can explore.

1. _____

2. _____

3. _____

4. _____

5. _____

II. External operations, branch offices, auxiliary services, or affiliates which might be included in the exploration program.

Location/Phone	Person To Contact
1.	
2.	
3.	

III. Because it is important for the student to be exposed to the human relations side of the "working world," will it be possible for the student to gain some insight into:

1. employer-employee relations? _____

2. employee-customer relations? _____

3. employee-employee relations? _____

IV. Is orientation necessary?

1. Do the site supervisors need additional orientation? _____

   What topics?

2. Do students need special orientation before reporting to this site? _____

   What topics?

Exploration Activities

(Use a Separate Page For Each Job)

Title of Job or Occupation

_____

Description of Task:

_____

_____

_____

_____

_____

_____

Examples of Constraints:

Site Safety
Site Security
Labor Union Restrictions
Physical Restrictions
Use of Tools or Equipment
Availability of Facilities

Is this job open to both men and women?

Yes ____ No ____

Are there any parts of the job that can't be done by:

Women?_____
Men? _____

Explain:

Hands-On Experience

Yes ____ No ____

Constraints:

Remarks:

Observation

Yes ____ No ____

Constraints:

Remarks:

Other Kinds of Student Participation

Discussion

Demonstration:

Special Conditions For Exploring This Site

Physical Requirements

Please check or enter descriptions of those requirements that apply to the site:

____Standing long periods_____

____Sitting long periods_____

____Tolerance for noise_____

____Special appearance_____

____Tolerance for odors_____

Please list any other special physical requirements_____

_____

Clothing, Equipment Requirements

____Hard hat ____Coveralls ____Cold or foul weather gear

____Dress-up clothes_____

____Other_____

Safety Conditions

Please describe special safety restraints or conditions as designated by the employer instructor:

_____

_____

_____

_____

Time

____Morning ____Afternoon ____Full Day

____Prefer a number of short sessions. How many? _____

____Prefer one or two long sessions. How long? _____ How many? _____

Tools, Materials and Learning Resources Available For Student Use or Observation

Tools unique to this job:

Precision instruments:

Work samples and materials:

Heavy equipment:

Office machines (typewriters, calculators, adding machines, etc.):

Printed or audiovisual material:

GREAT FALLS PUBLIC SCHOOLS
1100 FOURTH STREET SOUTH P. O. BOX 2428
GREAT FALLS, MONTANA 59403

Dear Parent:

As you know, your child is enrolled in a Career Education - Career Exploration Class. The major objectives of this class are:

1. Develop the students understanding of the role of work in our society and the multiple aspects of their career choice: family, avocation, citizenship, economic.

2. Assist the students in applying knowledge about themselves, the world of work, and education and training opportunities as they develop personal career goals.

3. Increase the students understanding of their own interests, abilities, values, and aptitudes.

4. Improve the students interpersonal communication skills and other job keeping skills.

5. Develop the students ability to evaluate the personal and financial cost of training and education needed to reach their career goals.

6. Assist the students in developing an educational plan related to their career choices.

7. Teach the students how to locate and apply for a job.

8. Improve or develop the students decision making skills.

9. Expand the students knowledge of existing jobs and the trends and outlook in the job market.

In an effort to accomplish these objectives, we are encouraging the students to participate in a career exploration. This career exploration is designed to give the students an "on the site" view of an occupation to help in their quest for a suitable career. All too often, a student's choice of occupation is based on hearsay, a faulty understanding of the job, or outdated information. It is our belief that the student can gain a much more complete and accurate picture by actually participating in various facets of the business.

The students will be asked to complete a career exploration guide. This guide has been developed to assist them in gathering pertinent information during the exploration. It will also be used as a guide for group discussions in which the students will evaluate their experiences and the data they have collected.

All students who participate in this program will be protected by special insurances.

We will be asking you and your daughter or son to sign an agreement which lists the students' responsibilities in this program, and we will also be asking you to sign a transportation agreement.

We encourage you to discuss the various class activities with your child and ask to see their work sheets and personal summary charts.

If you have questions or comments regarding this program, please feel free to call your child's instructor or the Great Falls Public Schools Career Education Office at 791-2185.

Career Education
Great Falls Public Schools

Bill Collins, Instructor
East Junior High School

Great Falls Public Schools
Great Falls, Montana

Dear Parents:

School District #1 is in the process of implementing an Experience Based Career Education project funded principally by the United States Office of Education. The main purpose is to provide experiences both in and out of school which will assist students in career decision-making and which will improve their transition from school to work. Your son/daughter is participating in one or more of the project activities.

One of the United States Office of Education regulations is to evaluate the effect of these activities on the students. It is necessary to compile data such as age, grade level, sex, documentations of the activities, test scores, etc., which seem pertinent to the evaluation requirements of the project. Names of individual students will not be used. The district would appreciate your consent to utilize this type of information.

If you have any questions, please call 791-2185.

Please complete the attached form and return it in the enclosed stamped envelope.

I, the undersigned, do give my consent to School District #1, Great Falls, Montana, to incorporate educational statistics about my son or daughter in the total evaluation of the Experience Based Career Education project. I understand that names or other personal identification will not be used.

Signed _____

Date _____